



**LINCOLN GARDENS PRIMARY SCHOOL**

# **Behaviour Policy**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>CRAIG JACKSON</b>
<b>APPROVED: GOVERNING BODY</b>	<b>DATE: SEPTEMBER 2021</b>
<b>TO BE REVIEWED:</b>	<b>SEPTEMBER 2022</b>

## Behaviour Management and Rewards Policy

At Lincoln Gardens Primary School, we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe they are able to enjoy their lessons and they will learn and achieve.

To ensure that our staff can inspire all children to enjoy and achieve, the school community; children, parents, governors and staff have created our own code of conduct, called The Lincoln Gardens Code;

### The Lincoln

**G**ood listening, thinking and responding

**A**lways be the best you can be

**R**espect everyone and everything

**D**evelop independence

**E**ngage with the learning behaviours

**N**urture friendships and be kind

**S**mile – even when the going gets tough.

CODE

The Lincoln Gardens Code will be visible around school in all key areas such as classrooms, support rooms, offices and corridors.

**THE LINCOLN**

**Good listening, thinking and responding.**

**Always be the best you can be.**

**Respect everyone and everything.**

**Develop independence.**

**Engage with the learning behaviours.**

**Nurture friendships and be kind.**

**Smile – even when the going gets tough.**

**CODE**

## Consequences

Stage 1	If I do this:	This will happen:
	Repeatedly ignoring / not following the Lincoln Gardens Code	1a) One Warning - name written on the board
	Continue to ignore code	1b) Remove 1 dojo (name moved onto yellow on behaviour ladder)
	Continues despite previous consequences	1c) Remove 1 more dojo (name moved onto orange on behaviour ladder)
		1d) Remove 1 more dojo and name moved onto red (all playtime lost)
	1 <sup>st</sup> time on red on the behaviour tracker	Lose playtime with the class teacher and complete a reflective behaviour sheet (add to cpoms)
	2 <sup>nd</sup> time on red on the behaviour tracker	Lose playtime again and discuss behaviour with class teacher and phase leader (yellow card to be discussed)
	3 <sup>rd</sup> time on red on the behaviour tracker	Phase leader to give child a yellow card.
Dojos can be awarded back to the children if they have restored their behaviour from which they had lost the dojo in the first place (Lincoln Gardens Code)		

Stage 2	If I do this:	This will happen:
	Sent to the phase leader as in stage 1 Show lack of respect towards adults and peers Use of abusive language Being hurtful with intent Leaving classroom without permission Classroom / Playground Fights Choose not to work to the best of my ability	Yellow Card Behaviour Tracker (report card)  Parents to be contacted to discuss the yellow card (class teacher) Child unable to go outside at lunchtimes  Collecting three Yellow Cards in one half term = move on to Stage 3 - <b>Behaviour Support Plan will be discussed</b>

Stage 3	If I do this:	This will happen:
	Collecting three Yellow Cards in one half term Proven Bullying Vandalism Intentional Violent and threatening Behaviour Stealing Racism Homophobia	Red Card Behaviour Tracker (Issued by the SST) Contact to be made with home and a meeting called Child unable to go outside at playtimes or lunchtimes Child unable to participate in after school clubs Child unable to represent school in sport / music  Parents to be contacted to discuss the red card. Child unable to go out at playtimes and lunchtimes

Stage 4	If I do this:	This will happen:
	Collecting two Red Cards in One Half Term Serious Challenge to Authority Any toxic substances on school premises Any dangerous items on school premises One of incident which is deemed serious Repeated serious behaviour concerns.	In School Isolation for a period of time, Meeting called with parents Work set by the teacher but completed in isolation from class No breaks, trips or clubs

	If I do this:	This will happen:
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<b>Stage 5</b>	Extreme Violence Physical Abuse to children and staff Not responding in a positive manner to Stage 4	Fixed Term Exclusion Upon return to school, pupil and parent attend a reintegration meeting with a period of reflection time out of the class.
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<b>Stage 6</b>	<b>If I do this:</b>	<b>This will happen:</b>
	Serious one-off breach of the school's behaviour policy Persistent breaches of the school's behaviour policy The safety and welfare of others and the child involved is seriously harmed.	Recommendation of Permanent Exclusion by Head teacher to the governing body. (see statutory guidance set by government)

Every incident will be looked into and thoroughly investigated before a sanction is given.

### Restorative Practices

A restorative approach towards behaviour focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive accountable and respectful. We believe that every individual is responsible for their own behaviour. Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules will have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon, and a necessary consequence using the above guide.

### Behaviour Tracker – Green Card.

If a child's behaviour is becoming a concern, then a green card is given. This is to help the child make better choices regarding their behaviour before any further sanctions are applied.

### Learning Behaviours

At Lincoln Gardens we want all of our children to be successful, reflective and independent learners. Our aim is to help our children in their behaviour, attitudes and values and ultimately, in preparation for life as successful adults in modern Britain. Therefore we have chosen 6 key behaviours for learning to ensure our children become successful learners.

They are

- Motivation – 'Ready to learn'
- Positivity - 'I can do it'
- Determination – 'I will do it'
- Perseverance – 'Never give up!'
- Reflection – 'How will I improve next time?'
- Adaptability – 'Different ways to do the same thing'

Each child across the school will have a behaviour for learning tracker and every day, the teacher will choose a child who has demonstrated a learning behaviour best that day. The child will receive a learning behaviour sticker to take home as well as one for their own tracker. Once a child has completed all the boxes for one learning behaviour they are to be sent to the phase leader who will give them a postcard to take home. The phase leader will receive an email from the class teacher at the end of each day informing them of who the chosen child is. The children need to demonstrate this behaviour for learning five times. Once this process is complete for all 6, the child will receive the BRONZE supernova learner award. This process will then start again for SILVER and GOLD awards respectively.

### Rewards

At Lincoln Gardens we recognise that it is important to acknowledge children for good behaviour. Positive recognition is used to:

- Encourage pupils to behave appropriately
- Improve pupils self esteem

- Create a positive classroom environment
- Establish positive relationships with pupils
- Develop pupil independence with the use of 6 key identified learning behaviours.

There are a variety of ways that we celebrate good behaviour:

### **Out of This World Assembly**

This is an achievement assembly which takes place every Friday and a child from each class is chosen who has demonstrated one of the learning behaviours best that week. Teachers choose a child from their class to be mentioned in assembly where they will receive a certificate and a mention on the weekly newsletter. They will also take part in a fun activity that afternoon as well as sitting at the top table in the dining hall.

### **Mathematician of the week**

Throughout the week, staff identify children who they feel deserved to be praised for their work in maths. This is not always the best mathematicians but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found the work challenging. The names of the children will be sent to the maths leader with the reasons for their nominations. The maths leader will then pick a winner from the list and the winning child will receive a cup man trophy to keep and take home.

### **Writer of the week**

Throughout the week, staff identify children who they feel deserved to be praised for their writing. This is not always the best writer but the children that have made good progress, shown a positive attitude towards their learning or not given up when they have found it tough. The names of the children will be sent to the English leader with the reasons for their nominations. The English lead will then pick a winner from the list and the winning child will receive a scroll certificate to take home.

### **The Kindness Cup**

Each week the children are given the opportunity to nominate another child for an act of kindness. A cup is given to the child in Out of This World assembly and they keep this cup for a week. When choosing the winner, the staff are requested to look for the consistently kind and well behaved child not just one off acts of kindness.

### **Sport Award**

The PE leader selects one child from across the school who receives recognition for their sporting achievement in lessons. The child receives the sport trophy to take home for a week.

### **Excellent Endeavour Award.**

As a school we value the contribution children make in the wider community and their achievements outside of school. This could be a sporting achievement, charity work or even a good community gesture which has been recognised. The children will receive a certificate in the achievement assembly and their photograph will be displayed on the achievement tree at the front of the hall.

### **Creative Award**

This will be given out weekly and teachers will nominate their children who have produced some creative work in class. This could be a piece of art or DT work or even a piece of history presented in a creative way in their learning journal.

### **Reading Monster Award (4 or more reads)**

Each child that reads four times a week or more at home will have their name put into a class draw. One name will be drawn out and the child selected will win a prize. At the end of each half term, the children who have read four times or more each week for the half term, will be put into a whole school draw with the chance to win a book.

### **Coat Peg award**

Every week the class with the tidiest peg space will be awarded the Coat Peg trophy by the school caretaker.

## **Attendance Ted**

Every week, the class with the highest attendance will receive the attendance Ted for the week. They will also receive a monetary value for the class. The money can be saved and spent on an item/treat for the class – this is to be decided by everyone in a democratic way. The system will be done in a fair and equitable way and no class will be at a disadvantage.

## **House Points**

Each child in the school is placed into a house team. They will earn points for their house when they go above and beyond the Lincoln Gardens Code.

If a child is sent to another class to show some work then they will be rewarded with a sticker that they can put onto their house tally chart in the classroom. They can also earn house points for their positive conduct around the school and following the Lincoln Gardens Code outside of the classroom. At the end of every week, the stickers are counted by house captains and a running total is kept. The totals are shared at the weekly house assembly.

The house with the highest number of points at the end of the term will be rewarded with a small in house treat. E.g. non uniform day, extra playtime etc.

## **Class Dojos**

Each child will have the chance to earn class dojos based on their conduct in the classroom. Each teacher will have the Lincoln Gardens Code as their rewards and sanctions, each with a value of 1 dojo. These be rewarded and removed at the discretion of the staff in the room.

**Note – whole class dojos may be awarded but only removed individually.**

Children will get the opportunity to spend their dojos, at a designated time, at the Dojo Shop.

## **Reception Pot of Gold – Consequences.**

Reception children have their own version of the behaviour chart called Pot of Gold. Each class has a display with a sun, cloud, raincloud, rainbow and pot of gold. All the children start on the sunshine. If they show any behaviours which are deemed to be inappropriate then they receive a warning, if this continues they are moved to a cloud then the raincloud. If a child puts right their inappropriate behaviour then they are able to move their name back one step at a time (at the discretion of the teacher).

If a child is moved onto the cloud then they have immediate time-out (3 minutes) to think about their actions. This time will be spent with the Foundation Phase Leader. If the poor behaviour continues a further warning is given before moving onto the raincloud. Another time-out will follow this step if required. If they remain on the raincloud by the end of the day then parents will be spoken to by the class teacher.

The nursery children are rewarded with gold star badges for positive behaviour and these are taken home. The children return their badge the following day and receive a certificate. For any poor behaviour the staff follow a similar procedure to that of the reception classes at their discretion.

## **Playground Behaviour**

**When dealing with children on the playground, it is vital they are given a chance to 'calm down' before engaging with them. This will ensure the issue can be dealt with in a calm and reasonable manner.**

Pupils are expected to show good standards of behaviour whilst on the playground. The Lincoln Gardens Code applies to the playground and these should be constantly reinforced by all members of staff. Staff should be prompt when on duty. Teaching Assistants can cover a teacher's class so that they can have the opportunity for a comfort break. Staff should be proactive when on duty and be observant of potential problems, gaining a child's attention can be done by using a whistle. The end of playtime is indicated by the bell and a long whistle blow. Children should stand still and when asked walk promptly to their lines after the whistle. Due to the size of key Stage 2 playground staff are asked to help their colleagues by being on the playground promptly to help with the lining up process. Children will then be led into the building by their Class Teacher. On the playground rota there is a designated duty

leader and their job is to ensure the correct staff are on duty and if not either phase leader will be notified as soon as possible. They are also responsible for marking the yellow cards and monitoring/supporting these pupils to support them in having a good playtime.

**A child should not be left in a classroom at playtime unsupervised.**

**All children should be challenged as to why they are in the school building at break times and not allow children to wander in and out of the school as they please.**

Staff need to ensure that all the above are common messages to the children. An immediate consequence of not following the Lincoln Gardens Code for the teacher on duty will be: Time out with the teacher or against the wall. The teacher on duty may feel it necessary to share the problem with the child's class teacher at the end of the playtime.

### **Lunchtime Behaviour**

Children are expected to continue their good standards of behaviour throughout the lunchtime period and to treat the lunchtime staff with respect. It is the responsibility of SST to ensure that the Lunchtime staff are aware of the philosophy of the school and the procedures that are available to them in order to manage behaviour fairly and well.

**Rewards for good behaviour at lunchtime will include:**

- House point stickers

**Consequences of poor behaviour will be:**

- Taking last place in line
- Sitting apart from friends
- Made to stand at the wall for a given time (no more than 10 minutes)

The class teacher will be informed of any incidents that needed a consequence given to the child.

### **CPOMS**

Pupil behaviour will be monitored as a means of being proactive in dealing with any problems. Any incidents will be investigated fairly and thoroughly and any sanctions put in place will be in line with the behaviour policy. CPOMS will be used as a way of recording behavioural issues. CPOM incidents will need to be filled in no longer than 24 hours from the incident and followed up with the necessary actions. Staff note down any significant behaviour problems or any contact with parents or outside agencies. Staff are made aware of the confidential nature of these entries. Teachers look for regular patterns of behaviour and keep parents and SST informed of any pupils with behaviour problems. There will be a comment on the end of year report based upon behaviour.

### **Bullying**

We do not tolerate bullying of any kind. If, through thorough investigations, we find evidence and prove that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see anti-bullying policy)

### **Racism**

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any act of racism will be reported in the child's behaviour profile and parents informed (see anti-racism policy)

### **Homophobia**

The school does not tolerate homophobia of any kind. If we discover that an act of homophobia has taken place, we act immediately to stop any further occurrences of such behaviour. Any act of homophobia will be reported in the child's behaviour profile and parents informed.

## **Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex within the primary sector. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The school does not tolerate any form of sexual harassment and any reported incidents will be taken seriously, reported in the child's behaviour profile and parents informed.

## **Learning from Mistakes**

As a school we believe that children should be given the chance to correct their mistakes and believe that there is always a positive solution. It is a key to how we manage behaviour that children should learn from their mistakes. With this in mind individual children are given time to talk about their behaviour problems.

## **Key Worker and Vulnerable Children**

The school keeps a list of children who often need a little extra support to ensure good behaviour and/or help to access staff if they are feeling that they need further support because they are vulnerable. The class teacher is of course the first key worker but these children may have an additional named worker who regularly makes themselves available. This list is reviewed by staff and is confidential in nature.

## **Behaviour Support Plans**

The school uses behaviour support plans for children who need supportive strategies and arrangements in order to ensure good behaviour or emotional/social well-being. The support plans (appendix 1) are bespoke to the needs of the child and are appropriately reviewed. The plans are shared with parents and all adults the child works with in school to ensure a consistent approach. When the child displays positive behaviour and no longer needs additional support, the support plan will be removed.

## **Positive Handling Plans**

Although most young people at Lincoln Gardens Primary School will never require any form of Positive Handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behavior. The school will not positively handle a child unless it is as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant damage to property (positive handling policy). Generally only staff who are up to date Team Teach will positively handle children. However, if deemed necessary any adult can handle a child. For children who are at high risk of being positively handled, a meeting with parents will be arranged to go through a behaviour support plan which includes the positive handling plan (appendix 2) and the positive handling protocol of the school (appendix 3) which will be signed and filed. The use of a restrictive physical intervention, whether planned or unplanned (emergency) should always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved on the pro forma and recorded on CPOMs with an incident number

## **Risk Assessment**

Where a child requires extra support in school and out of school on visits, a risk assessment form will be completed (appendix 3) after having completed a risk assessment checklist (appendix 4).

## **External agencies**

The school works hard to meet the needs of all children and try many positive strategies to help, support and engage children in making positive choices regarding their behaviour. If a child displays complex behaviour needs and all the strategies have been used within school to no avail, external agencies will be used to support the school in managing the behaviour of the child.

## **Fair Access Inclusion Panel**

If the strategies put into place by the school and external agencies are having no impact on the child and their behaviour, the next steps would be a recommendation to the Fair Access Inclusion Panel. The child would be recommended for alternative provision to provide further support for their needs.

## **SEN**

For some children it will be necessary to place them on the SEN list for behaviour. The school now works under the new SEND code of practice. This will be for either using our nurture or pastoral support to modify behaviour, for setting up behaviour plans or using outside specialists such as Behaviour Support team or educational

psychologists. Specific targets will be set and reviewed regularly. Parents will be consulted and asked to sign relevant documentation.

### **Inclusion and Equal Opportunities**

The school has a duty under the Equality Act 2010, in respect of safeguarding (Keeping Children Safe in Education) and in respect of pupils with special educational needs (SEND Code of Practice) to ensure that all children are given opportunities to thrive and succeed – this may mean that adjustments for their special needs or circumstances may need to be made. If the pupil had behaved in a manner which breaks the school behaviour policy they would have to have consequences applied but their special need must be considered. This would be referred to as a Reasonable Adjustment e.g. –

- If a pupil with ASD had been unkind to another pupil, staff would need to consider how the pupil would react to a reprimand that other children would be able to manage.
- A pupil undergoing a bereavement may need some extra consideration when being challenged for being unkind.
- A pupil with a particularly challenging home circumstance may need some extra support to understand what acceptable behaviour is.

### **Roles and Responsibilities.**

#### **The Role of the Head teacher**

It is the responsibility of the Head teacher, under the [School Standards and Framework Act 1998](#), updated 2002 and 2006 and the [Education Act 2011](#) to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in school.

#### **The Role of the Class Teacher**

It is the responsibility of the Class Teacher to ensure that the school rights are enforced in their class, and that their class behaves in a responsible manner during lesson time. Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children behave to the best of their ability.

#### **The Nurture Team**

The Nurture Team have a specific role in working on the behaviour strategy of the school in terms of inclusion. The team will work with targeted individuals and groups whose learning, conduct or emotional behaviour limits their access to learning. Class Teachers or the Head teacher will make referrals to the Nurture Team by completing the necessary supporting documentation

#### **The Role of support staff**

All support staff and Lunchtime Supervisors are expected to follow the policy in respect of the school rights and Consequences. They offer praise and reward good behaviour positively by using appropriate rewards

#### **The Role of the Parents**

At Lincoln Gardens Primary we work collaboratively with parents. We explain the School Behaviour Policy in a booklet for parents and use a Home School Agreement as a means of setting up a partnership between the parents and the school. If the school has to use reasonable sanctions to punish a child it would be expected that the parent would support the school. If parents have any concerns about the way their child has been treated then they should initially contact the class teacher or the Phase Leader before making contact with the Head teacher. If the concern remains, they should contact the School Governors or North Lincolnshire Authority.

#### **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.

#### **Fixed Term and Permanent Exclusions**

Only the Head teacher (or the Acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days then the Head teacher must arrange for the pupil to be educated on an alternative site. Looked after Children must have alternative provision from day one. The Head teacher may also exclude a pupil permanently.

If a child receives a fix term exclusion, they will be provided with work to complete at home. On return to school, the child and parent will attend a reintegration meeting. The purpose of this meeting is to discuss the incident and ascertain if they are ready to enter the schools learning environment. The child will complete a period of isolation before entering the classroom with a red card to monitor their behaviour.

If the Head teacher excludes a pupil permanently he/she must inform the parent's immediately once a thorough investigation and fact finding exercise has taken place giving reasons for the exclusion. At the same time the Head teacher must make it clear to the parents that they can appeal to the governing body. The school informs the parents how to make such an appeal.

The Head teacher informs the LA and the governing Body about any permanent exclusion and any fixed term exclusions beyond fifteen days in one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Head teacher.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the pupil is to be reinstated then the Head teacher must comply with this ruling.

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the schools rolling programme. The Head teacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

**Mr Craig Jackson – Behaviour leader.**  
**Revised September 2021**  
**Next review September 2022**

Appendix 1  
Behaviour Support Plan

Behaviour Plan	
<b>Name of Pupil:</b> <b>Class:</b> <b>Teacher:</b>	
<b>I will (pupil):</b> •	
<b>I will (parent):</b> •	
<b>We will (school):</b> •	
<b>Any break of the contract and the school will take the incident very seriously. An appropriate</b>	

<b>Signed:</b>	<b>Pupil:</b>
<b>Signed:</b>	<b>Parent:</b>
<b>Signed:</b>	<b>Headteacher :</b>
<b>Date of plan:</b>	<b>Review date:</b>

Appendix 2

**Personalised Behaviour Plan**

<b>Reasonable adjustments:</b>	
•	
<b>What interests me?</b>	
•	
<b>Triggers:</b>	<b>Support for triggers:</b>
	•
<b>Anxiety Indicators:</b>	<b>Defensive Indicators:</b>
My Behaviour:	My Behaviour:
What can I do help myself:	What can I do to help myself:
What can the adult do to help:	What can the adult do to help me:
•	•
<b>Crisis Indicators:</b>	<b>Follow up support:</b>
My Behaviour:	My Behaviour:
What can I do to help myself:	What I can do to help?
What an adult can do to help:	What you can do to help?
•	•

**De-escalation skills**

Empathy	Try <input type="checkbox"/>	Avoid <input type="checkbox"/>	Notes _____
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Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	_____
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	_____
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	_____
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	_____
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	_____
Humour	<input type="checkbox"/>	<input type="checkbox"/>	_____
Logical Consequences	<input type="checkbox"/>	<input type="checkbox"/>	_____
Tactical ignoring	<input type="checkbox"/>	<input type="checkbox"/>	_____
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	_____
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	_____
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	_____
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	_____
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	_____
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Preferred method Physical intervention?**

<b>Intermediate</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Caring C Guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Friendly escort</b>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Single elbow in seats</b>	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>T Wrap to seats</b>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>T Wrap to ground</b>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Half Shield</b>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**How should we record incidents and who should we inform?**

<b>Positive handling and intervention form / CPOMS</b>
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The skills and techniques taught on a Team Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. Team Teach techniques seeks to avoid injury, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

Parents/Carers:

Name:

Date:

Young Person

Name:

Date:

Headteacher	Name:	Date:
Behaviour lead	Name:	Date:
Teacher	Name:	Date:

If applicable:

Social services (if applicable)	Name:	Date:
Educational Psychologist	Name:	Date:
Case Worker	Name:	Date:

### Appendix 3

#### Positive Handling Plan Protocol

- Only colleagues who have in date Team Teach training should positively handle children.
- All behaviour protocols and points on the Behaviour Support Plan (where applicable) should be used to de-escalate the situation.
- If a colleague uses positive handling on a child, as soon as they are able they must document the incident on CPOMs. The CPOMs entry must be completed on the same day that the incident occurred. All senior leaders must be linked to the CPOMs event.
- The colleague then needs to complete the positive handling form; on the same day as the event with the cpoms incident number
- The completed form must be shared with staff witnesses and they are to sign the form and in doing so agree that it is an accurate representation of the event.
- If the witness feels that the stated facts are inaccurate they must complete the appropriate section of the form indicating why they feel this is the case.
- The pupil who was positively handled needs to be spoken to, when the adult deems this to be the most appropriate time. Ideally, as soon as possible after the incident. The appropriate section of the form then needs completing.
- The member of the senior team dealing with the incident needs to debrief all staff and complete the positive handling form.
- The senior member of staff will ensure that the pupil's parent / guardian are spoken to. This will be done either by the senior member of staff or a delegated colleague.
- All completed documentation should be passed onto the appropriate phase leader.
- The phase leader will then pass on the form to the Head Teacher for signing off.
- Once approved by the Head Teacher, the completed positive handling form can then be uploaded with the documented incident on CPOMs.

## Appendix 4

### Pupil Risk Assessment